

**THE INFLUENCE OF USING VIDEO CLIP TOWARD STUDENTS'  
SPEAKING SKILL AT THE SECOND SEMESTER OF THE  
EIGHTH GRADE STUDENTS OF SMPN 11  
BANDAR LAMPUNG IN THE  
ACADEMIC YEAR  
OF 2018/2019**



**A Thesis**

Submitted as a Partial Fulfillment of  
the Requirements for Exam

**By**

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**Study Program: English Education**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE UNIVERSITY OF ISLAMIC RADEN INTAN LAMPUNG  
2019**

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STATE UNIVERSITY OF ISLAMIC RADEN INTAN LAMPUNG  
2019**

## **ABSTRACT**

### **THE INFLUENCE OF USING VIDEO CLIP TOWARDS STUDENTS' SPEAKING SKILL AT THE SECOND SEMESTER OF THE EIGHTH GRADE STUDENTS OF SMPN 11 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019**

**By :**

**Anggun Kartika**

Speaking is important skill in English. Based on the preliminary research, most of students' speaking score was under criteria 151 students (70.9%) and only 46 students (29.1%) students got score above criteria. That are because the students are affraid in making mistakes in speaking, the students are very difficult to memorize vocabulary, the students get bored of the media used by the teacher in teaching speaking, the teacher uses a less interesting media in teaching speaking. So, it can be said that students' speaking score is low. The objective of this research is to know whether there is significant influence of using video clip toward students' speaking skill at the second semester of the eighth grade of SMPN 11 Bandar Lampung in academic year of 2018/2019.

The methodology of this research was quasi experimental design with the treatment held in 3 meetings, 3 x 40 minutes for each meeting. The population of this research was the regular class of the eighth grade students of SMPN 11 Bandar Lampung. The total sample in this research was 64 students that were taken from two classes, VIII B and VIII C. In collecting the data, the researcher used instruments, pre-test and post-test. The instrument was retell oral test. After giving the post-test, the reseacher analyzed the data by using independent sample t-test. of SMPN 11 Bandar Lampung

After doing hypothesis test. The data analysis computed by using SPSS, it was obtained that  $sig = 0.00$  and  $\alpha = 0.05$ . It means  $H_a$  is accepted because  $sig < \alpha = 0.05$ . Therefore, there is a significant influence of using Video Clip toward students' speaking skill at the second semester of the eighth grade of SMPN 11 Bandar Lampung in academic year 2018/2019.

**Key words:** Media, Speaking Skill, Video Clip.





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## CURRICULUM VITAE

The name of researcher is Anggun Kartika. She was born in Bandar Lampung on 15<sup>th</sup> December 1995. She is the youngest child of three children of Mr.Amsori and Mrs. Masturoh. She has two sister. The name of her sister is In Arlena and Kartini.

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## DECLARATION

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Hereby, this thesis is definitely my own words. I am completely responsible for the content of this thesis. Other people's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, Mei 2019

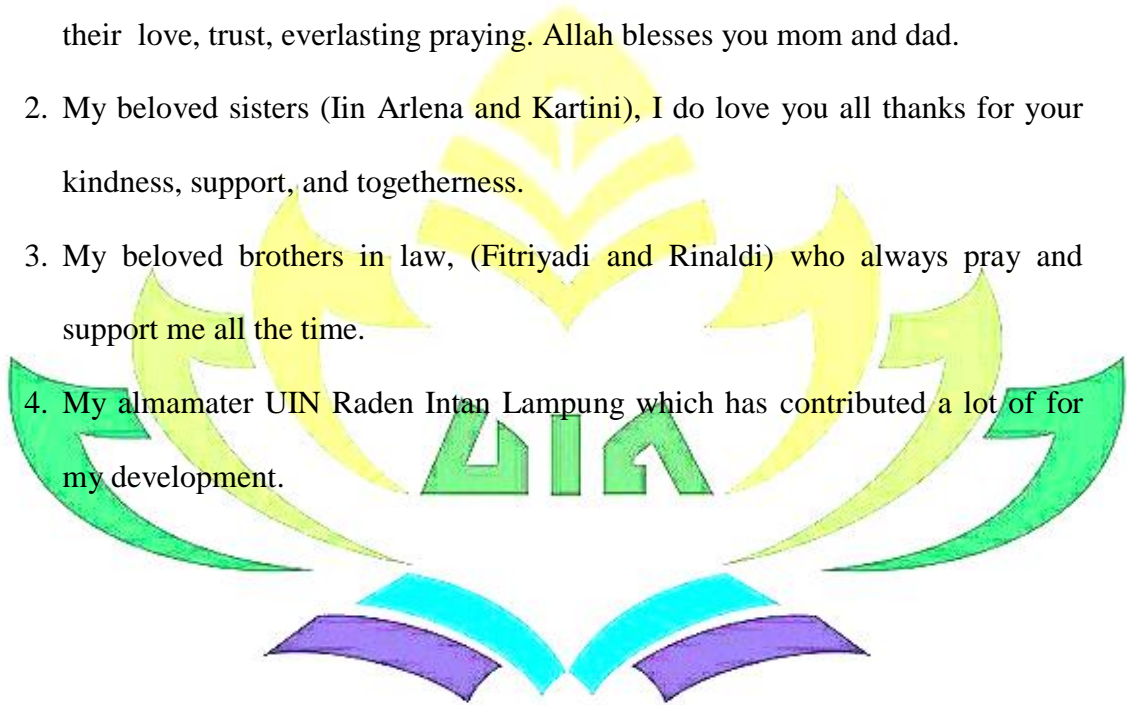
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## DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Amsori and Mrs. Masturoh, who always pray and support, for my succeeded and give advice to me all the time. They are my hero, thanks for all generosity, finance and encouragment, and also thanks for their love, trust, everlasting praying. Allah blesses you mom and dad.
2. My beloved sisters (Iin Arlena and Kartini), I do love you all thanks for your kindness, support, and togetherness.
3. My beloved brothers in law, (Fitriyadi and Rinaldi) who always pray and support me all the time.
4. My almamater UIN Raden Intan Lampung which has contributed a lot of for my development.





## ACKNOWLEDGEMENT

Praise be to Allah, the Almighty God, the Most Merciful and the Most beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Influence of using Video Clip Toward Students’ Speaking Skill at the Second Semester of the Eighth Grade of SMPN 11 Bandar Lampung in the academic year of 2018/2019 is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, the islamic university (UIN) of Raden Intan Lampung. When finishing this thesis, the writer has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the writer would sincerely thank to:

1. Prof. Dr. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with her personel, who has given an opportunity and for bearance to the researcher when on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd, the chairwoman of English Education Study Program of UIN Raden Intan Lampung.
3. Dr. Mohammad Muhassin, M.Hum, the advisor for giving guidance and helping to finish this thesis.
4. Istiqomah Nur Rahmawati, M.Pd, the co-advisor for her patience and spent countless hours to correct this thesis for its betterment.

5. All lectures of English Departement in UIN Raden Intan Lampung who have taught the writer since the first of her study.
6. The headmaster, the teacher and the students of the Eighth grade of SMPN 11 Bandar Lampung for allowing carrying out the research in their institution and for giving the contribution while she was conducting the research there.
7. My best friends Tita Sumarni, Egi Novitasari, Ibnatum Masruroh, Trio Gumelar, Silva Devani, Melisa Hertika Sari, Eva Rahma Mintya. Thanks for togetherness, thank you always beside me in anything situation and do not leave me whatever the reason,I proud of you as my best friends.
8. My friends PPL, KKN. Thanks for all

Finally, nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, 2019  
The Researcher

Anggun Kartika  
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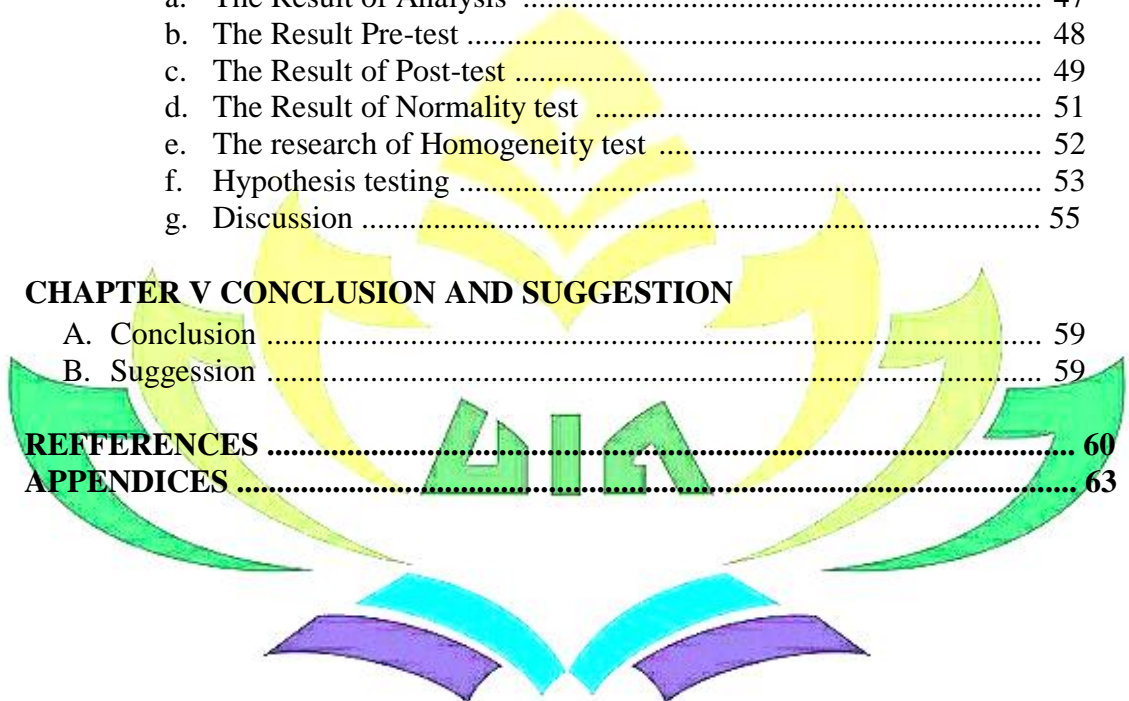
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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Language is very important in our life. People need language to express their idea, feeling, etc, because language is a tool for communication. Therefore, language is taught and learnt by human beings in the world. According to Setiyadi, language is a group of sounds with specific meaning and organized by grammatical rules.<sup>1</sup> Therefore, language is a purpose to communicate there are explicit and directly on arranged. Without language, it is impossible for everyone to make interaction with each other.

Siahaan states that language is a set of rules used by human as a tool of their communication.<sup>2</sup> Therefore, language as an instrument for communication. Every country has its own language to be used for making relationship with other people in the country. In the world there are many languages such as English, Arabic, Japan, and Indonesia language and many others. For some countries, English is as international language, but in Indonesia, English is used as the foreign language.

According to Riyanto, English is very necessary to be learned because English is international language. English is very important to

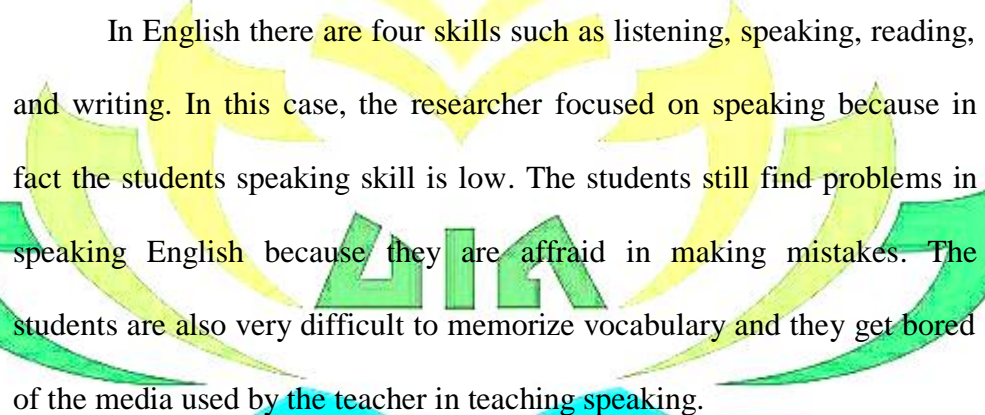
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<sup>1</sup> Ag Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.10.

<sup>2</sup> Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p.2



apply and develop science technology, arts, culture, and international relations.<sup>3</sup> Therefore, English is an international language that must be learnt because English can help people in all communication and international relations. Furthermore, the ability to communicate in English is very important in global area because English takes up a very important position in almost any sectors of use such as business, commerce, academic field, and technology.<sup>4</sup> Consequently, English is needed in the world, starting from school until employment and others, because English is significant language in various circles.



In English there are four skills such as listening, speaking, reading, and writing. In this case, the researcher focused on speaking because in fact the students speaking skill is low. The students still find problems in speaking English because they are afraid in making mistakes. The students are also very difficult to memorize vocabulary and they get bored of the media used by the teacher in teaching speaking.

According to Thornbury, speaking is so much a part of daily life that we take it for granted. The average people produce even more than that.<sup>5</sup> Therefore, speaking is one of four skills which is necessary in our daily life, even as a main skill in communication among human. Richard states, speaking usually involves two or more people who use language for

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<sup>3</sup> Slamet Riyanto, *The Practice of Teaching English*, Panduan Praktis Terampil Mengajar Bahasa Inggris dengan Kreatif di Sekolah (Yogyakarta: Andi Offset, 2015), p.6

<sup>4</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Edinburgh Gate: Longman, 4<sup>th</sup> Edition, 2007), p. 13

<sup>5</sup> Scott Thornbury, *How to Teach Speaking*, (London: Longman, 2005), p.1

interactional or transactional purposed.<sup>6</sup> Further, speaking is encoding process where we communicate our ideas, thought and feeling through other forms of language.

Allah SWT, in holy Qur'an said about good communication in surah An-Nisa/4:63

“Those are the ones of whom Allah knows what is their hearts, so turn away from them but admonish them and speak to them a far-reaching word”,(An-Nisa/4:63)<sup>7</sup>

This verse told about how to warn a community with good communication. The verse can be interpreted as fluent and precise talking, clear interoperating, and able to inform the message well. Beside that, by domain it touched, it can be called as effective speaking.

Based on the preliminary research at the eighth grade of SMPN 11 Bandar Lampung, the researcher found that the students still has many problems in learning English especially in speaking. Based on interview with the English teacher Dwi Ratih, S.Pd. She said that students' speaking

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<sup>6</sup> Ratna Muntiningsih, *The Need of Esp Course In Communicative Speaking Skill*, Journal of English Language and Learning, Vol. 2 No. 2, 2015 Available at <http://media.neliti.com> Accessed on January 16th, 2019

<sup>7</sup> *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris* (Depok: Al-Huda Kelompok Gema Insani) Al-Qolam: 1, p.1138

skill of the eighth grade is still low. The students are difficult to memorize. Their pronunciation and grammatical ability are still low.<sup>8</sup>

Furthermore, the researcher asked the teacher about the criteria of the score in speaking skill. Based on the criteria of Brown, the speaking score of the students is poor if the students get 45-55. Based on the data obtained by speaking test from the students of the eighth grade, as from 197 students of the eighth grade only 46 (29.1%) of students got score above criteria and 151 (70.9%) of students got score under criteria.<sup>9</sup> It means that many students who got the score that is below the completeness that has been set in the school.

**Table of Criteria Score Based on Brown**

Score	Criteria
45-55	Low
55-67	Medium
67-80	High
80-100	Very High

*Sourch: H. Douglas Brown, Teaching by Principle: An Interactive Approach to Language Pedagogy, (New York: Addison Wesley Longman, 2001)*

From the interview to some students of the eighth grade at SMPN 11 Bandar Lampung, the students said that learning English in speaking is very difficult, because they are difficult to memorize vocabulary and speak English, they also do not understand and hard to pronounce some words, and the teacher does not use interesting way to teach English in speaking so that

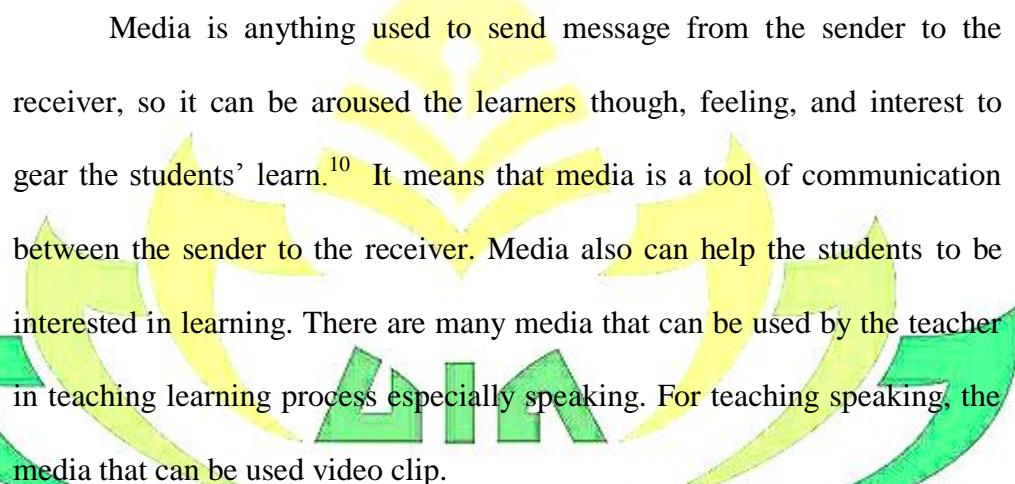
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<sup>8</sup> Dwi Ratih, *Interviewed to English Teacher of SMPN 11 Bandar Lampung*, on December 15<sup>th</sup> 2018, Unpublished

<sup>9</sup> H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman, 2001), p341



students got bored. The students still find problems in speaking English because they are affraid in making mistakes. The teaching and learning English in speaking process in the class is less interesting and hard to understand. Based on preliminary reasearch, the researcher found the problems why the students' speaking skill is low, it happens because the teacher does not used appropriate media in teaching speaking and the students face difficulties to develop their in speaking.



Media is anything used to send message from the sender to the receiver, so it can be aroused the learners though, feeling, and interest to gear the students' learn.<sup>10</sup> It means that media is a tool of communication between the sender to the receiver. Media also can help the students to be interested in learning. There are many media that can be used by the teacher in teaching learning process especially speaking. For teaching speaking, the media that can be used video clip.

According to Brumfit, video clip is media that can provide great visual stimulus through it is combination of illustrations, sounds, graphics, and text. Mixture of sound, picture, mental image, perceptions, figures, text and others can facilitate student engagment and improve learning process. Video clip can portray settings, action, emotions and gestures that

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<sup>10</sup>Nunung Ruis, Muhyidin, and Tri Waluyo, *Instructional Media* (Jakarta:Gramedia, 2009), p.2

can provide important visual stimulus for language practices and learning.<sup>11</sup>

Therefore, video clip is a media that can produce work or learn creations that has many forms to gave information or message, and video clip can provide a knowledge of students' memory during the learning process. According Erben, Ban, & Castaneda claim using video clip in teaching speaking creates the learning process more living than before and he was sure that the research findings prove that used video clip in teaching speaking is an effective way to improve students' speaking ability and motivation to join speaking activity.<sup>12</sup> Therefore, video clip is a way of learning students to improve their activity in speaking practice.

According to Richards and Renandya, video clip is as an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language.<sup>13</sup>

Therefore, video clip is video that has systematic traits and can develop better language development to generate roles or look at students. Video clip can help student to conduct their speaking skill because it is not only

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<sup>11</sup> C.J. Brumfit, *Video Aplications in English Language Teaching*, (New York: Pergamon Press, 1983), P.19

<sup>12</sup> Saci Sihem, *Teaching English Language Learners through Technology*. (New York: Routledge. 2009), p.86, Available at <https://pdfs.semanticscholar.org>, Accessed on October 04th,2018

<sup>13</sup> Ricahards , J, C, and Renandya,W.A, *Metodology in Language Teaching:An Anthodology of Current Practice*,(New York:Prentice Hall,2002),p.364, Available at [www.academia.edu/8643499/Ricards\\_Jack\\_C\\_and\\_Renandya\\_willy\\_A\\_Eds\\_Metodology\\_in\\_Language\\_Teaching\\_An\\_Anthodology\\_of\\_Current\\_Practice\\_2002](http://www.academia.edu/8643499/Ricards_Jack_C_and_Renandya_willy_A_Eds_Metodology_in_Language_Teaching_An_Anthodology_of_Current_Practice_2002), Accessed on November 15th,2017

nice to watch, but also can make the students are interested, confident and feel fun when they learn to speak english.

It is supported by Esti Ernawati, entitled using video clip to improve the speaking skills of the students. In her thesis, using video clip to improve the speaking skills.<sup>14</sup> The result of the research showed that the students also state that they love to the use of video clip and do not find obstacles during the learning of speaking by using video clip. Based on the qualitative data, the students can respond to the language functions appropriately, speak at the normal speech without pausing, say the words and expressions in correct pronunciation and appropriate intonation, use language functions without grammatical errors, and join enthusiastically the teaching and learning process. The quantitative data show the improvement of the mean scores of the aspects of the speaking skills. They are 1.05 for fluency, 0.60 for accuracy, 0.81 for pronunciation, and 0.25 for vocabulary. There is also an increase of the average scores of 0.91857 from 6.7686 (pre-test) to 7.6871 (post test). According to the *t* statistic, the difference is significant at  $p < 0.05$ .

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<sup>14</sup> Esti Ermawati, *Using Video Clips to Improve the Speaking Skills of the Students of the fourth grade of Sengon Elementary School 3(SES3) in the Academic Year of 2011/2012*, (Yogyakarta, Universitas Negeri Yogyakarta), Available at <http://eprints.uny.ac.id/21043/EstiErmawati07202244110.pdf> , Accessed on July 20th, 2017



In Dewi thesis “improving students’ speaking skill by using video clip at second grade of Man 1 Bandar Lampung ”<sup>15</sup>. The result showed that there was statistically significant improvement of the students speaking skill. This indicates that video clip can improve students’ speaking skills.

In Silva thesis, entitled “improving students’ speaking skills through the use of video clips”.<sup>16</sup> The students could have better understanding about the use of English in real situation since they got appropriate models of English through the native speakers’ talks. They also had adequate opportunities to practice speaking in order to speak fluently and confidently. The students who just gained 6.8 in the pre-test were able to increase their score up to 13.89 in the post-test. It indicated that they made a considerable improvement in some aspects of speaking skills such as fluency, pronunciation, grammar, vocabulary, and comprehension.

Based on the previous research above the different was experimental design or quantitative method. Therefore, this research is entitled: The Influences of Using Video Clip Toward Students’ Speaking

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<sup>15</sup> Fadila Sukma Dewi, *Improving Students Speaking Skills by Using Video Clip at Second Eighth of MAN 1 Bandar Lampung*, Available at <http://digilib.uila.ac.id>, Accessed on July 20th, 2017

<sup>16</sup> Prucia Kumara Silva, *Improving Students’ Speaking Skills Through The Use of Video Clips of The Eighth Grade Students of SMP it Abu Bakar Yogyakarta in The Academic Year of 2012/2013*, Available at <http://eprints.uny.ac.id21042/> Prucia Kumara Silva 200802241064, Accessed on July 20th, 2017

Skill at the Second Semester of the Eighth Grade Students of SMPN 11  
Bandar Lampung in the Academic Year of 2018/2019.

### **B. Identification of the Problem**

Based on the background of the problem, the specific problems in this study are:

1. The students were afraid in making mistakes in speaking.
2. The students were very difficult to memorize vocabulary.
3. The students got bored of the media used by the teacher in teaching speaking.
4. The teacher used a less interesting media in teaching speaking.

### **C. Limitation of the Problem**

Based on the background and the identification of the problem above, in this research the researcher focused on the influence of using video clip toward students' speaking skill at the second semester of the Eighth Grade students of SMPN 11 Bandar Lampung in the academic year of 2018/2019. The title video clip was you rise me up from Josh Groban.

### **D. Formulation of the Problem**

Based on the background above, the problem that come up in this research formulated as follows : Is there any significant influence of using video clip towards students' speaking skill at the second semester of the eighth grade students' of SMPN 11 Bandar Lampung?

### **E. Objective of the Research**

The objective of the research was to know whether there is significant influence of using video clip towards students' speaking skill.

### **F. Use of the Research**

The uses of the research were as follow:

1. For the Students

- a. Motivatie students in learning speaking.
- b. Give information to students about video clip in teaching learning speaking.

2. For the Teacher

- a. Give information to English teacher about influence of video clip to students' speaking.
- b. It is expected as an alternative teaching learning for English teacher to help the students learn English, especially in learning speaking through video clip.

3. For the Other Research

- a. As a contribution for education research development.
- b. Give information for futher research development about video clip as media of teaching speaking.



## **G. Scope of the Research**

1. Subject of the research

The subject of this research were the students at the eighth grade of SMPN 11 Bandar Lampung in the academic year of 2018/2019.

2. The object of the research

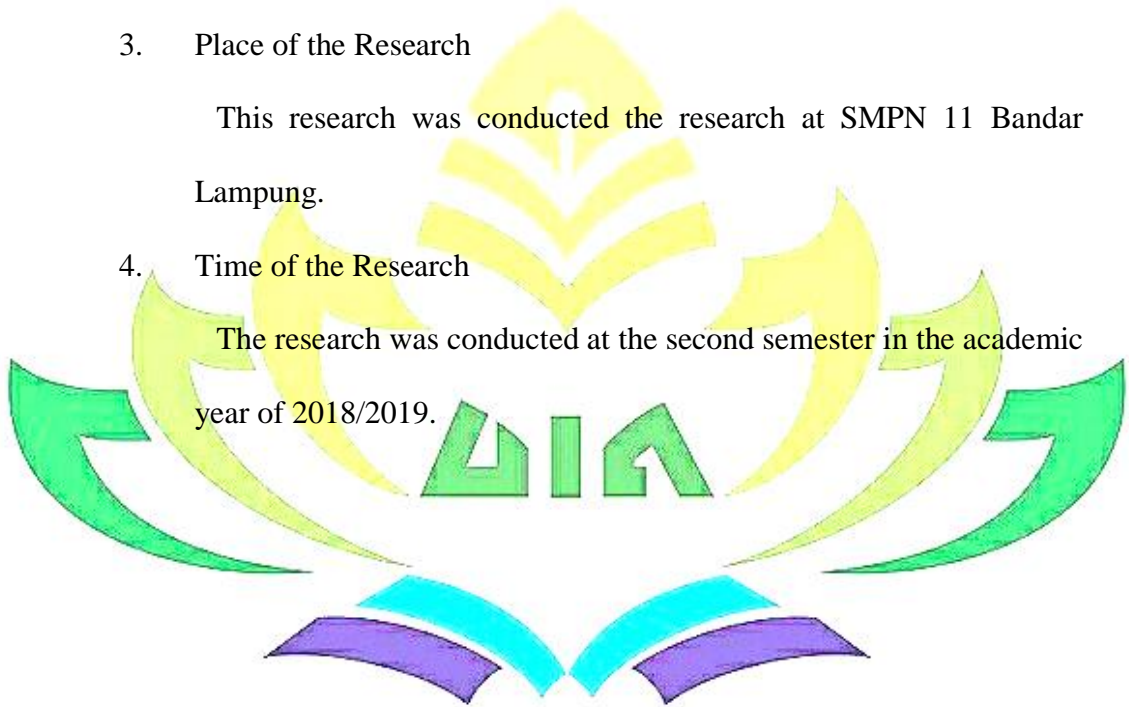
The object of this research were video clip and students' speaking skill.

3. Place of the Research

This research was conducted the research at SMPN 11 Bandar Lampung.

4. Time of the Research

The research was conducted at the second semester in the academic year of 2018/2019.



## CHAPTER II FRAME OF THEORY

### A. Teaching English as Foreign Language

The English as an international language has an influence to the human life, in whole world. Through this language, we can communicate and interact with people from different countries, and can follow modern technology development. Talking about English as a foreign language, in our country, the government has decided that English should be taught to the students from elementary school up to university. It is expected that the students should have the ability of English which can be used for communication.

In teaching English as a foreign language, teachers should have good preparation and technique in giving the material to the students. Teaching English as a Foreign Language (TEFL), which is also known as Teaching English to Speakers of Other Languages (TESOL) or English Language Teaching (ELT), involves the process of teaching the English language to students whose first language is not English.<sup>17</sup> It means that teaching English as foreign language is taught for learners whose their first language is not English. It is as in our country Indonesia.

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<sup>17</sup> Clare Gilby, *Teaching English As A Foreign Language*, Edge Hill University, Edge Hill Careers Centre, p. 1

*Communicative activities implemented by English teachers in TEFL the dominant communicative activity of each English skill implemented by the teachers also reveals that the dominant communicative activity of each English skill implemented in TEFL is the teachers' asking the question in speaking, note-taking in listening, pre-question in reading, and making sentences in writing.*<sup>18</sup>

From the theories above, the researcher would like to say that the objective of foreign language instruction is to facilitate the students with ability to communicate with the speakers. It means that the objective of foreign language instruction in Indonesia that the students are skillful to communicate in spoken or written English with native of English or people who use English in communication.

## **B. Speaking**

### **1. Definition of Speaking**

Speaking is an effective and efficient way used in real communication. It is impossible if someone understands English in written but he or she does not understand the productive abilities, especially speaking. So, speaking is one of four abilities which has important role in daily life, even as a main ability in communication among human being. Speaking is important for language learners because speaking is the first form of communication.

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<sup>18</sup> Mohammad Muhassin, "Teachers' Communicative Activities in Teaching English as A Foreign Language (Tefl): A Study at Sman 9 Bandar Lampung," *Humaniora* 7, no. 4 (30 Oktober 2016): 485–92, <https://doi.org/10.21512/humaniora.v7i4.3601>.

They are expected to be able to speak English accurately, fluently, and acceptably in the daily life.<sup>19</sup> Therefore, speaking is important to organize the discourse so that the interlocutor understands what the speaker says. Meanwhile, Lwin, et.al state that speaking is the main aspect and mainly appears from verbal intelligence and linguistic intelligence.<sup>20</sup> Therefore, in speaking the people talk based on their thought patterns orally from the bottom or easily up to effectively and smoothly. Speaking is a form of communication.

So, it is important that what you say is conveyed in the most effective way, how you say something can be as important as what you say in getting meaning across.<sup>21</sup> Therefore, the speaker are required to be able to express what they want to say as effectively as possible in order to convey the message.

The students' speaking is an effective and efficient way used in real communication.

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<sup>19</sup> Lynne Cameron, *Teaching Languages to Young Learners*, (Cambridge: Cambridge University Press, 2001), p.41

<sup>20</sup> May Lwin, et.al, *How to Multiply Your Child's Intelligence*, (Jakarta: PT Indeks, 2008), p.11

<sup>21</sup> Rhodry Jones, *Speaking and Listening*, (London: John Murray Publisher Ltd, 1989), p.14



## 2. Aspect of Speaking

According to Harmer, speaking is to express or communicate opinion, feeling, and ideas etc.<sup>22</sup> Furthermore, speaking is the process of building and sharing meaning to express or communicate opinion, feeling, and ideas through the use verbal and non verbal. According to Heaton, speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. In speaking, there are five aspects to be mastered that consist of pronunciation, grammar, vocabulary, fluency, and comprehension, those are:

### a. Pronunciation

Pronunciation (including the segmental features-vowels and consonants, the stress and intonation patterns), if students want to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. The speaker must be able to articulate the words, and create the physical sounds that carry meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the law language that do not exist in language they already know.

### b. Grammar

It is no obvious that in order be able speak foreign language, it is necessary to know a certain amount of grammar and vocabulary.

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<sup>22</sup> Muhammad Baihaqi, *Improving Of English Speaking Skill by Using Guessing Game Technique*, Available at <http://www.usingenglish.MuhammadBaihaqi>, Accessed on Juny 2<sup>nd</sup>, 2018

Grammar is the sounds and the sounds patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences. Therefore, grammar is very important in speaking because if the speakers do not mastering grammar structure, they cannot speak English well.

c. Vocabulary

As we know, vocabulary is a basic elements language. Vocabulary is as single words, set phrases, variable phrases, phrasal verbs, idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible.

d. Fluency

In simple terms, fluency is the ability to talk without too much stopping or hesitating. Fluency can be thought of as 'the ability to keep going when speaking spontaneously. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

e. Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information that they want. Comprehension is defined as

the ability to understand something by reasonable comprehension of the subject or as the knowledge of what a situation is really like.<sup>23</sup>

Based on the explanation above, in Indonesia, English is still a foreign language, many students think English is a difficult learning, it is all caused by lack of vocabulary mastery owned by student and habit of student who glued to gramatical when want to speak English which make them take a long time if want reveal or when speak English.

### 3. Speaking Skill

According to Cora and Knight speaking is crucial part of second language learning and teaching which involves producing, receiving and processing information.<sup>24</sup> Furthermore, speaking is the ability to produce the language and share their ideas. Speaking is a skill which is worthy of attention in both first and second language, learning the speaking skill is the most important aspect of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language.<sup>25</sup> Therefore, speaking is a skill that involves the ability to know and act with someone.

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<sup>23</sup> J. B. Heaton, *English Language Test*, (New York: New York Inc, 1990), p.45

<sup>24</sup> Cora and Knight, *Learning , and Teaching English, a Course For Teachers*, (Oxford:Oxford University Press,2000), p.16

<sup>25</sup> Seyedeh Masoumeh Ahmadi. *An Analysis of Factors Influencing Learners' English Speaking Skill*, Available at <http://ijreeonline.com> Accessed on February 5th, 2019

Based on the definitions above speaking is a production of oral language by human which aimed to deliver message, expressing idea, opinion or feeling to get some purpose. Every people who meets each other will talk about language to prove that they are in their community.

#### 4. Types of Speaking

In teaching and learning speaking, Brown classifies the types of oral language into two parts, monologue and dialogue.

##### 1. Monologue

Monologue means that when one speaker uses spoken language, as in speeches, lectures, reading, news broadcast, and the like, the hearer must process long stretches of speech without interrupting the stream of speech will go on whether or not the hearer comprehends.<sup>26</sup> Therefore, monologue is a speech in which a character expresses his thoughts and feelings to the other characters or the audience.

##### 2. Dialogue

Dialogue is divided into two parts interpersonal and transactional. Dialogue involves two or more speakers and can be subdivided into exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional). Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is an extended

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<sup>26</sup>H. Douglas Brown, *Teaching By Principle: An Interactive Approach to Language Pedagogy*, (New York: Longman, 2001), p. 251



form of responsive language.<sup>27</sup> Dialogue is the communication between characters in an artistic of drama, usually performed by two or more characters.

## 5. Teaching Speaking

Teaching speaking is one of ways that can be used in other the learners can understand about the meaning of communication in real situation. And it needs a lot of practice and guidance to master it. According to Tornburry, Speaking is so much a part of daily life that we take it for granted.<sup>28</sup> It means that the students need partner to practice their speaking, because we know that speaking have to practice and repeatedly, teaching speaking is an important aspect of teaching learning language process.

The purpose of teaching speaking is to train the teachers the fluency of using the target language and to understand the concept of teaching speaking and the techniques of teaching it as well.<sup>29</sup> Therefore, in teaching speaking, teachers should know the concept of speaking to make the students understand about what teachers explain about. Teaching speaking is also the way for students to express their emoticons, communicative needs, interact to other people in any situation, and influence the others. In other hand teaching, speaking is an important

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<sup>27</sup> *Ibid*

<sup>28</sup> Scott Tornburry, *How To Teach Speaking*, (England: Pearson Longman), p.1

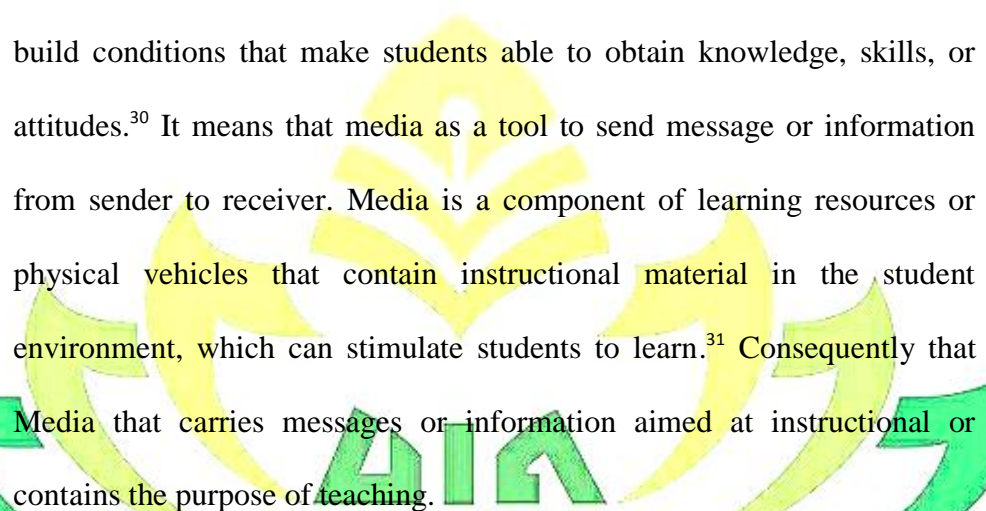
<sup>29</sup> Kimtafsirah ,Zainal, and Yahmawati, *Teaching Speaking*, (Jakarta: MGMP BahasaInggris, 2009), p. 1

aspect of teaching learning language process. Thus, teaching speaking is one of way that can be used in other the learners can understand about the meaning of communication in real situation.

## **6. Media**

### **1. Definition of Media**

The media if understood broadly is human, material, or events that build conditions that make students able to obtain knowledge, skills, or attitudes.<sup>30</sup> It means that media as a tool to send message or information from sender to receiver. Media is a component of learning resources or physical vehicles that contain instructional material in the student environment, which can stimulate students to learn.<sup>31</sup> Consequently that Media that carries messages or information aimed at instructional or contains the purpose of teaching.



Based on theory above, it can be concluded that media is a tool to deliver the message or the information to the receivers when process learning in classroom. Media is using material that absorption viewing and listening to understanding word.

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<sup>30</sup> Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Raja Grafindo Persada, 2011) p.3

<sup>31</sup> Hamdani, *Strategi Belajar Mengajar*, (Bandung: Pustaka Setia, 2011), p.243

## 2. Types of Media

There are three types video:

### a. Visual Media

Visual Media is a tool or learning resource which contains messages, information, especially subject matter, which is presented in an interesting and creative manner and applied using the sense of sight. It means that visual media that can be send of information by the students such as picture, ilustration, and sketch.

### b. Audio Media

Media Audio is or hearing media is a type of learning media or learning resource that contains messages or subject matter presented in an interesting and creative manner and applied using only the senses of hearing. Therefore, media audio is a learning with media to easy get information by using of hearing.

### c. Audio – Visual Media

Audio visual media is a type of learning media or learning resource that contains messages or subject matter that are made interesting and creative by using the sense of hearing and vision. It means that, audio visual media is a media to learning by voice and picture.<sup>32</sup>

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<sup>32</sup> Susanti, Afrida, *Jenis-Jenis Media Dalam Pembelajaran*, (Universitas Muhammadiyah Siduarjo, 2008) Available at <http://www.pengertianahli.com/2005/07/pengertian-media-dan-jenis-media.html> accessed on January 21th 2019

With regard to the explanations above, teachers once again should be able to choose and show the appropriate video to the students. Teachers must remember that the main point of using video is to transfer the material interestingly and help the students understand the materials easily. Therefore, the video used must be more contextualize and engage the students to learn.

### 3. Video

Video is the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion. According to Newby et al., videos are the display of recorded pictures on television-type screen.<sup>33</sup> It means that video is media that consist of visual and audio effects. Video is considered useful for stimulating the ability to interpret the interaction of receptive and productive skills within a total context, and to act appropriately.<sup>34</sup> Therefore, video is a video that has the right motion picture to have a value of attraction so that the recipient gets productive skills.

In short video is a kind of media as tool or mediator that has function to make the message clear, give motivation in teaching and

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<sup>33</sup> Newby, Stepich, Lehman, & Russell, Thesis *The Effectiveness Of Using Video In Teaching Speaking*, p.23

<sup>34</sup> John McGovern, *Video Aplications in English Language Teaching*, (The British Council, New york:2011),p.8



learning process to bring or send message or information a from sender (teacher) to receiver (students).

#### **4. Types of video**

There are three basic types of video that can be used in the classroom as learning media proposed :

##### **1. Off-air Programs**

It includes program recorders from a television channel that can be engaging for students. Some off-air videos are extremely difficult for students to understand, especially where particular accents or colloquial language are used. The best programs are ones which can be used for a range of activities including prediction, teaching language, cross-cultural awareness or as stimuli for the students' own creativity.

##### **2. Real-world Video**

Real-world video deals with featured films, exercise manuals, wildlife documentaries, comedy etc. In selecting the videos, teacher needs to make a choice based on how engaging and comprehensible the extract is likely to be, whether it has multi-use potential and the length of the extract that match to time allocation of activities in the classroom.

### 3. Language Learning Videos

Language learning videos are free-standing videos to accompany coursebooks. The main advantage of these videos is that they have been designed for students at a particular level. Thus, they are comprehensible, designed to appeal to students' interests and multi-use as they can be used both for language study and a number of activities as well.<sup>35</sup>

However, the disadvantage of language learning video is that they fail the quality of test since the production is poor, the situations and the language use are inauthentic, or the content is too unsophisticated. Therefore, if the teacher wants to use these videos as learning media, the choice has to be limited to those sequences which the students will accept and enjoy.

### 5. Video Clip

Arsyad states that video clip is moving pictures fitted out with natural and appropriate sounds that portray real picture and has attractive power.<sup>36</sup> So, video clip is a video that is in such a way as to make the value, moral, meaning and interesting, then easy to understand by the recipient. Representing music through video clip has changed the way in which individual songs are produced and promoted, video clip can be

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<sup>35</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Edinburg: Pearson Education Ltd:2007), p.284

<sup>36</sup> Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 2002), p.49

considered short movies, lasting three or minutes at most, in which a song is accompanied by images in movement.<sup>37</sup> Therefore, video clip is short movies which consist of image and song in movement lasting three or four minute at most.

According to Chan video clip consist of frames, and each frame can be considered as transformed picture of the reference frame.<sup>38</sup> It means that video clip consist of frame, the frame can be transformed become a picture. Sihem claim using video clip in speaking creates the learning process more living than before and he is sure that the research findings prove that using video clip in speaking is an effective way to improve students' speaking ability and motivation to join speaking activity.<sup>39</sup> Therefore, video clip is a way of learning students to improve their speaking ability by practice it repeatedly.

From the theory above, it can be concluded that video clip is a frame which transformed picture and video clip is short movies, which consist of image in movement and combination of sound and text lasting three or four minute at most that can provide important visual stimulus for language practice and learning. Video clip is different from other videos

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<sup>37</sup> Mariselda Tessarolo, *The Perception of the Song and its Videos Clip*. Vol. 3 (2001), p.2, Available at <https://docs.lib.purdue.edu/clcweb/vol3/iss3/6>, Accessed on April 22th 2018

<sup>38</sup> Raymond H. Chan, *Resolution Enhancement for Video clip: Tight Frame Approach*, (2005), p.406 Available at <http://www.math.nus.edu.sg/matzuows/csx.pdf>, Accessed on Desember 15th 2017

<sup>39</sup> Saci Sihem, *Using Video Techniques to Develop Student' Speaking Skill*, (2013), p.5, Available at <https://pdfs.semanticscholar.org>, Accessed on October 06th, 2018

because video clip is short duration. These video clip can be played on the computer or television.

## **6. Teaching Speaking by Using Video Clip**

Teaching speaking by using video clip was chosen because according Harmer video as teaching aid has several benefits, such as students can see the language being used, not only that but also the expression and gesture.<sup>40</sup> Therefore, should be a clear purpose for every video that teachers show, for example, modeling communicative interactions in English, working at language forms, developing listening comprehension, or generating discussion.

## **7. Procedure of Teaching Speaking Using Video Clip**

Mentions Smaldino and Russell that there are some criteria which should be noticed by teachers about how to use video clip.

1. Activities done before watching the video. They help prompt student schema and background knowledge. Often a way for the teacher to assess student knowledge and interest. And than the teacher set

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<sup>40</sup> Jeremy Harmer, *The Practice of English Language Teaching: 3rd Edition Completely Revise and Updated*, (England Longman: 2001), p. 48



sightlines, Check lighting, seating and volume control to be sure that everyone can see and hear the video.

2. Mental set. Get students mentally prepared by briefly reviewing previous related study and evoking questions about the current topic.
3. Advance Organizer. List on the chalkboard the main points to be covered in the video.
4. Student have a task while watching the video. They perform tasks and activities during the video, either with or without the teacher pausing the video. The task is preview any vocabulary.
5. Short segments. Show only 3 minutes of video at any one time. Introduce the first segment and show about 3 minutes of the video, stopping at a logical breaking point. Discuss the segment and then introduce the second segment, trying it to the first.
6. After watching the video, the students can do activities the language forms and speaking encountered in the video. The students might retell after watching video clip. The most important, get involved in the video clip. The students watch attentively and respond when the teacher asks for a response.<sup>41</sup>

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<sup>41</sup>Lowther Smaldino and Russell, *Instructional Technology and Media For Learning*, 9<sup>th</sup> ed, (New Jersey: Prentice Hall, 2007), p. 289

Video clip can be used in many ways other than just one student at a computer. They should also be used as a “shared experience” and an in class teaching idea. Teacher should play video clip in the classroom and share it, as you would a book or any print item. Do not be afraid to pause, rewind, fast forward the video clip. Use it as a tool for reference of language and study points. Think of the video as a malleable material, like any other classroom material for learning.

## **8. The Advantages and Disadvantages of Using Video Clip**

### **a. The Advantages of Video Clip**

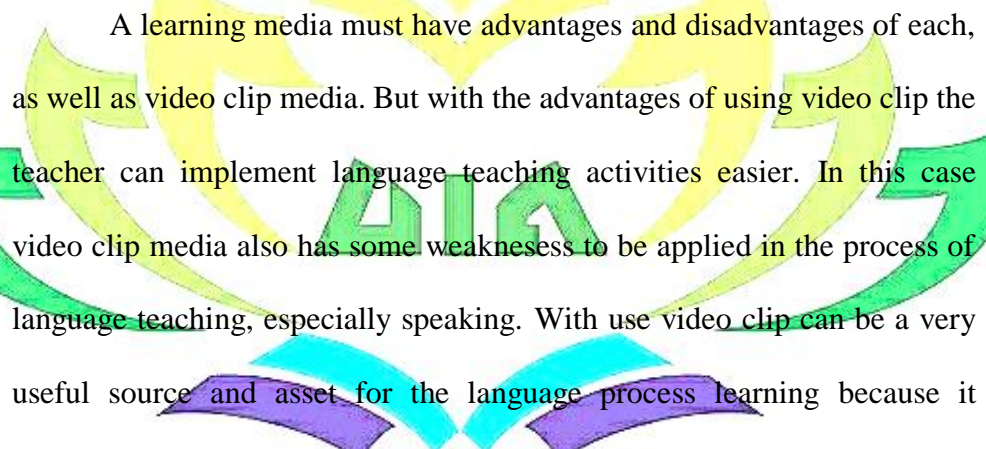
According to Hamdani there are some advantages of teaching using video clip, as follow:

1. A more innovative and interactive learning system
2. Able to combine text, images, audio, music, animated images, or videos in a mutually supportive unit to achieve learning goals.
3. Video clip makes it easy for a new dimension to learning.
4. Teachers will always be demanded to be innovative creative in finding learning breakthroughs.
5. Able to visualize material that has been difficult to explain only with conventional explanations or props.
6. Storage media that is relatively easy and flexible.

## **b. The Disadvantages of Video Clip**

According to Daryanto there are some disadvantages of teaching using video clip, as follow:

1. Fine details, can not display objects up to the smallest.
2. Size information, can not display an object with the actual size.
3. Third dimension, images displayed with video are generally two-dimensional.
4. Opposition, meaning that improper retrieval may cause the audience to doubt the interpretation of the image being viewed.<sup>42</sup>



A learning media must have advantages and disadvantages of each, as well as video clip media. But with the advantages of using video clip the teacher can implement language teaching activities easier. In this case video clip media also has some weaknesses to be applied in the process of language teaching, especially speaking. With use video clip can be a very useful source and asset for the language process learning because it combines both fun and pedagogic instructions that reflect real interaction.

## **9. Picture**

Picture is one of visual aids. Pictures are used to support and help the teacher to attract the students' interest because it is considered as a part of visual aids that has many functions in a teaching process. Pictures give

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<sup>42</sup> Daryanto, *Media Pembelajaran Peranannya Sangat Penting Dalam Mencapai Tujuan Pembelajaran*, (Yogyakarta: Gava Media), p.90-91

real description of an object which are portable and can be used anytime and help an understanding on objects which are difficult to be observed.

According to Sudjana, picture is a visual media in graphic form. Graphic media is defined as a medium that combines facts and ideas clearly and strongly through a combination of expressing words and images.<sup>43</sup> Therefore, picture is effective visual tool because it can visualize something that will be explained more concrete and realistic. Picture can play an important role in motivating students, contextualizing the language they are using, giving them a reference and in helping to discipline the activity.<sup>44</sup> Furthermore, picture is a learning activity and imagination that use picture and is paired to be logical.

## **10. Teaching Speaking by Using Picture**

According to Kosasih there are some procedures of teaching speaking by using picture, as follow :

1. The teacher uses picture according to student growth and development.
2. The teacher shows pictures to students in front of the class.
3. The teacher explains the lesson using pictures.
4. The teacher directs students' attention to the picture while asking students questions one by one.

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<sup>43</sup> Nana Sudjana, *Media Pengajaran*, (Bandung: Sinar Baru Algensindo, 2005), p. 68

<sup>44</sup> Andrew Wright, *Pictures for Language Learning*, (Cambridge: University Press, 1989), p. 10



5. The teacher gives assignments to students.<sup>45</sup>

From the explanation above, the teacher directs ways to learn to use pictures.

## 11. The Advantages and The Disadvantages of Using Picture

### a. The Advantages of Using Picture

According to Sadiman, there are some advantages of using picture :

1. It is concrete, more realistic picture show problems compared to verbal alone.
2. Picture can overcome space and time constraints. Events that happened in the past can be seen as they are.
3. The picture can overcome the limitations of our observations.
4. The picture can clarify a problem.
5. Students easily understand it.
6. Can display picture graphics or diagrams.
7. Can be used in class, at home or on a trip in a vehicle.
8. Can be used not only for one person.
9. Can be used to provide feedback.<sup>46</sup>

Based on advantages picture above the advantages of the pictures are they can translate abstract ideas into a more realistic format; they allow instruction to movedown from level of verbal symbols to a more concrete level.

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<sup>45</sup> R. Angkowo Kosasih, *Optimalisasi Media Pembelajaran*, (Jakarta: Grasindo, 2007),p.14

<sup>46</sup> Arif S. Sadiman, dkk, *Media Pendidikan ( Pengertian, Pengembangan, dan pemanfaatannya )*, (Jakarta: Pustekom Dikbud dan PT. RajaGrafindo Persada, 2002) ,p.29 - 30

## **b. The Disadvantages of Using Picture**

1. The picture only emphasize sensory perception.
2. The picture of objects that are too complex are less effective for learning activities.
3. The size is very limited for large groups.
4. Picture is hard to find because history studies the past, and past events are difficult to capture.
5. Not all past events can be drawn.<sup>47</sup>

Based on disadvantages picture above picture that too complex are less effective for learning activities.

Based on the advantages and disadvantages above, However good pictures still do not show motion like living pictures. Picture media has advantages that are commonly used, easy to understand, enjoyable, easy, and cognitive.

## **12. Frame of Thinking**

English as a foreign language becomes one of compulsory subjects in SMPN 11 Bandar Lampung. One of the language skills which has to be mastered by foreign language learners is speaking or communicating using the target language. In fact, speaking English is often considered difficult to be learnt by the students. They cannot speak fluently, accurately, and appropriately because English is not their mother tongue.

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<sup>47</sup> *Ibid*

Most of students are shy and reluctant when they are asked to speak in front of the class. They are afraid of making mistakes when they are conveying their intentions. They do not get appropriate models so that they often use incorrect grammar, mispronounce words, and use wrong intonation and stress patterns, As we know that to master English, we have to see four language skills, namely listening, speaking, reading and writing.

But, as the development of the world, we have to communicate with others of all over the world. So, in this case, we should be master one language skill that is speaking. It is relevant with the objective of teaching English at Junior High School. The students have to communicate in English both spoken and written.

Based on the statement above, the researcher assumes that the use of media to clarify the information as not to be too verbalistic and overcome the limitations of space, and times. Teaching speaking by using video clip will make students interested in learning English. It helps the students to increase students' speaking ability by having more vocabulary to good speak and memorizing. Getting more vocabularies to speak will make the students easy to create the monologue.

Moreover, if they have good memorizing, they will be easy to pronounce in speaking. It can make students active in speaking. So, they

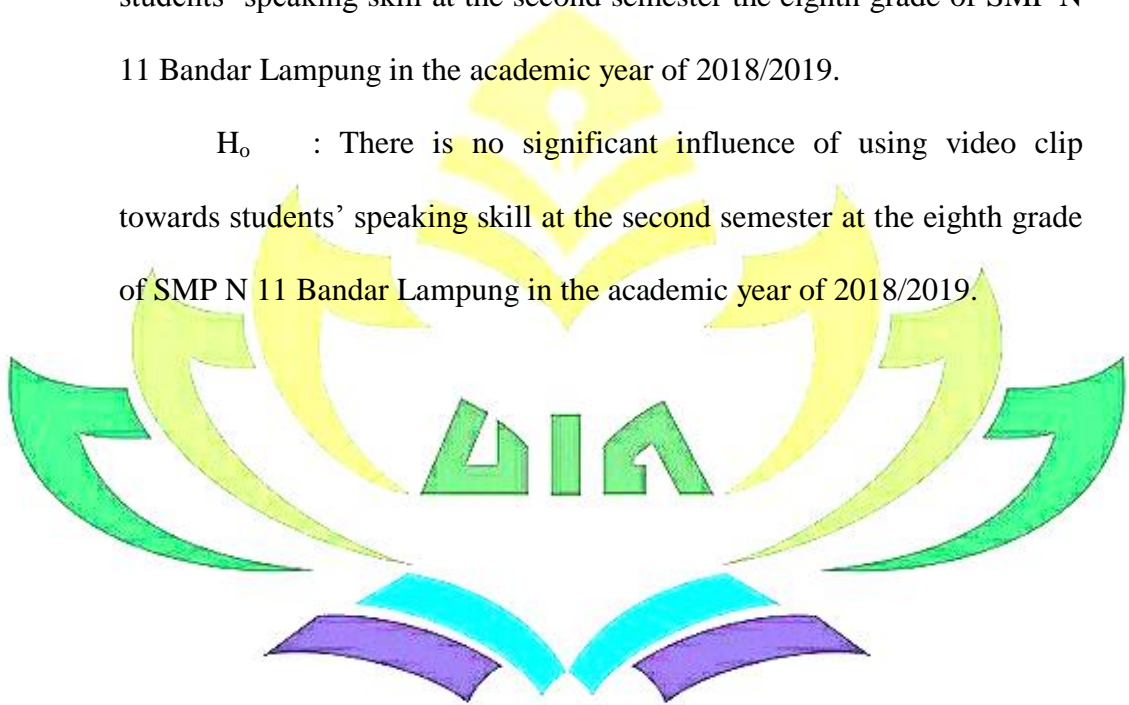
can develop their skill in one of four language skills, which is speaking skill.

### 13. Hypothesis

Based on the frame of thinking above, the researcher formulated the hypotheses of the research as follows:

$H_a$  : There is significant influence of using video clip towards students' speaking skill at the second semester the eighth grade of SMP N 11 Bandar Lampung in the academic year of 2018/2019.

$H_o$  : There is no significant influence of using video clip towards students' speaking skill at the second semester at the eighth grade of SMP N 11 Bandar Lampung in the academic year of 2018/2019.





## CHAPTER III RESEARCH METODHOLOGY

### A. Research Design

In this research, the researcher used experimental design or quantitative method study in order to know the influence of using video clip media towards students' speaking skill. In this case, the researcher conducted an experiment by giving a certain treatment and using a certain grade to measure effectiveness of this model instruction. The researcher used two classes as sample of this research consisting of an experimental class and a control class. The first class is the experimental class which used video clip media, and the second class is as control class which used picture media.

Setiyadi states that true experiment has three criteria. First, control group, second, both of the subject are chosen by random, and thrid criteria true experiment will be given to see the students' ability from both groups.<sup>48</sup> In this research, the students in control class gave the treatment (O) with picture media and the students in experimental class gave treatment (X) with video clip media. It can be presented as follows:

G1 (random) T1 X T2

G2 (random) T2 O T2

Where :

G1 : Group One (Experimental class)

G2 : Group Two (Control class)

T1 : Pre-Test

T2 : Post-Test

X : Treatment Using Video Clip Media

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<sup>48</sup> Ag Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*. (Graha Ilmu, Yogyakarta, 2006),p.141

## B. Variable of the Research

According to Arikunto , variable is the object of research or a central in the research.<sup>49</sup> Moreover, Kountur states that the variable is showing a meaning which differentiates among something from other.<sup>50</sup> From the statements above, the researcher concludes that the variable is a central point in the reaserch investigated to know the influence of using video clip media towards students' speaking skill after giving treatment.

The variable in this research :

1. Independent variable is video clip (X)
2. Dependent variable is students' speaking skill (Y)

## C. Operational Definition of Variable

The operational defintion variable of this research is as follows :

1. Independent Variable (X)

The independent variable is using video clip you rise me up from Josh Groban in teaching speaking symbolized as (X).

2. Dependent Variable (Y)

Speaking skill is an effective and efficient way used in real communication.

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<sup>49</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka cipta,2002),p.96

<sup>50</sup> Rony Kountur, *Metode Penelitian untuk Penulisan Skripsi dan Tesis*, (Jakarta: PPM,2003),p.47

#### **D. Population**

A population is defined as all members of any well-defined class of people, event, or object.<sup>51</sup> Population of this research was the students at the eighth grade of second semester of SMPN 11 Bandar Lampung in the academic year of 2018/2019 that consisted of 197 students.

#### **E. Sample**

The sample of the research is taken from the population that were the students of the second semester of the eighth grades of SMPN 11 Bandar Lampung in the academic year of 2018/2019. There are two classes as the sample, they are experimental and control class.

#### **F. Sampling Technique**

In this research, the researcher applied cluster random sampling technique for choosing experimental class and control class because the population is in groups. Cluster random sampling is similar to simple random sampling except that groups rather than individuals are randomly selected, the sampling unit is a group rather than an individual.<sup>52</sup> The steps in determining the experimental and control class were as follow:

- a. First, the researcher made a kind of lottery.

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<sup>51</sup> Donald Ary, *et.al*, *Introduction to Research in Education*, (Wadsworth: Cengage Learning, 2010), p.271

<sup>52</sup> Jack R. Fraenkel, *How to Design and Evaluate Research in Education*, (New York: 2009). p. 97

- b. Second, the researcher provided two pieces of small paper in which each piece have the name of each class then the writer rolled them up and put them into a box.
- c. Third, the researcher shake the box and took one piece of the paper.
- d. Last, the researcher took the paper randomly. The first paper as an experimental class and the second one as an control class.

### **G. Research Procedure**

In conducting this research, the researcher applied some procedures as follows:

- a. Finding the Subject of Research

The researcher chose the students of the eighth grade of SMP N 11 Bandar Lampung in the academic year of 2018/2019 as a subject of the research. One class was experimental class and one class was control class.

- b. Designing the Instrument of the Research

The instrument of this research was speaking test. The students get the same instrument for both classes. That was same topic that should be described orally by students.

- c. Doing a pre-test to get the data

It has been for the students in the control class in order to find out the students' speaking ability before the treatment.



d. Conducting Treatment

The treatment gave in three meetings. In the treatment, the researcher was as the teacher to teach the students about video clip. The teacher showed a video clip and asked students to retell it.

e. Administrating the Post Test

Post test conducted after the treatment. This test was to know the students' speaking ability after giving the treatment. The students performed how to say something using video clip.

f. Analyzing the Result of Post-Test

In analyzing the result, the researcher compared the result of post-test between experimental and control class to know wheter the post-test score of experimental is higher than control.

## H. Scoring Speaking Procedure

There are five criteria of speaking scales. They are grammar, vocabulary, comprehension, fluency, pronunciation. In this research, the researcher will use the oral English rating sheet that repurposed by Harris.<sup>53</sup> Table show the fifth criteria of the rating sheet score. It can be seen on the table below:

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<sup>53</sup> David,P. Harris, *Testing English as a second Language*, (New York: Mc.Grew-Hill, 2004),p.81

**Table III**  
**Criteria for Evaluating Students' Speaking Ability**

No	Criteria	Rating Score	Comment
1	Pronunciation	5	Has few traces foreign accent
		4	Always intelligible, though one is conscious of a definite accent.
		3	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, must frequently be asked to repeat.
		1	Pronunciation problems so severe as to make speech virtually unintelligible.
2	Grammar	5	Make few (if any) noticeable errors of grammar or word order.
		4	Occasionally makes grammatical and/ or word order errors which do not, however, obscure meaning.
		3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult. Must often rephrase sentence and or restrict him self to basic pattern.
		1	Errors in grammar and word order so severe as to make speech virtually unintelligible
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
		4	Sometime use in appropriate terms and or must rephrase ideas because of lexical inadequacies.
		3	Frequently use the wrong words; conversation somewhat limited because of lexical inadequacies.
		2	Misuse of words and very limited vocabulary make comprehension quiet difficult.
		1	Vocabulary limitations so extreme as to make conversation virtually impossible.
4	Fluency	5	Speech as fluent and effortless as that of a native speaker.
		4	Speeds of speech seem to be slightly affected by language problems.

5	Comprehention	3	Speed and fluency are father strongly affected by language problems.
		2	Usually hasitant; often forced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
		5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed, although occasional repitition may be necessary.
		3	Understand most of what is said at slower-than –normal speed with repitition .
		2	Has great difficulty following what is said. Can comprehend only “social comprehension” spoken slowly and with frequent repitition.
		1	Cannot be said to understand even simple conversation English.

Source : David, p.Harris, *Testing English as a second Language*, New York, Rov.Ed,Mc. Grew-Hill, 2004, p.81

## I. The Data Collecting Technique

One important thing in this research was collected the data that determined the result of the research. The procedure of data collecting used in this research are :

- a. Pre-test, it is conducted for the students in the control class and experimental class in order to find out the students' speaking ability before treatment.
- b. Post-test, it is conducted for the students in control class and experimental class in order to know the influence of treatment towards the students' speaking skill.

## J. Research Instrument

In this research, the instrument is an instruction to have monolog for experimental class and control class about to retell clip video. The teacher asked each students has 3 minutes to retell clip video. Based on Cambridge University teaching guide line, students to oral test in 3 minutes maximally to asses speaking ability.<sup>54</sup> Therefore, the researcher gave students time to finish their monologue in three minutes maximally.

## K. Validity of the Test

According to Ary, validity is the most important consideration in developing and evaluating measuring instruments historically, validity was defined as the extent to which an instrument measure what it claimed to measure.<sup>55</sup> From statement above, the researcher concluded that instrument measure are being appropriate, meaningful, and useful in term of the purpose of the assessment or can measure what will measure. To know the validity of the test, the researcher used content validity, construct validity and internal validity.

### 1. Content Validity

Best and Kahn said that content validity refers to the degree to which the test actually measures or is specifically related to the traits for which it designed, content, validity is based upon the careful examintaion of

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<sup>54</sup> Cambridge University, Cambridge English Preliminary, (Cambridge, Cambridge University Press,2016), p.56

<sup>55</sup> Donald Ari, Lucy Cheser Jacobs,et.al,*Introduction to Research in Education*,Belmont:Nelson Education,p.148



course textbooks, syllabus, objectives, and the judgements of subject matter specialists.<sup>56</sup> It means that content validity is based on the material, and the material is agreement with the objective of learning in the syllabus.

## **2. Construct Validity**

Best and Kahn said that construct validity is needed to the measuring instrument that have some indicators to measure one aspect or construct.<sup>57</sup> It means that construct validity will focuses on the kind of test that is based on the concept and theoretical which can measure the ability for speaking.

### **L. Reliability of the Test**

Fraenkel and Wallen that reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.<sup>58</sup> Besides having high validity, a good test must have high reliability too.

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<sup>56</sup> John W. Best and James V. Kahn, *Research and Education*, (New Delhi: Prantice Hall, 1995), p.219

<sup>57</sup> *Ibid*

<sup>58</sup> Jack R. Fraenkel and Noman E. Wallen, *How to Design and Evaluate Research in Education Seventh edition*, (New York: Mv Graw-Hill, 2009), p.154

## **M. Data Analysis**

### **1. Fulfillment of the Assumption**

#### **a. Normality test**

The normality test is used to measure whether the data in the experimental class and control class are normally distributed or not. In this research the researcher used statistical computation by using SPSS (Statistical Package for Social Science) for normality. The tests of normality the students are Kolmogorov – Smirnov and Shapiro Wilk. The hypothesis for the normality test formulated as follows:

$H_0$  = The data have normal distribution

$H_a$  = The data do not have normal distribution

While the criteria of acceptance or rejection of normality test are:

$H_0$  is accepted if  $\text{sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} > \alpha = 0.05$

#### **b. Homogeneity Test**

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. In the research, the researcher used statistical computation by using SPSS (Statistical Package for the Social Sciences).

The hypothesis for the homogeneity test are:

$H_a$  = The variance of the data is not homogeneous

$H_o$  = The variance of the data is homogeneous

While the criteria of acceptance or rejection of hypothesis test are:

$H_o$  is accepted if  $\text{sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$

## 2. Hypothetical Test

After the researcher knows that the data was normal and homogeneous, the data analyzed by using T-test to know the significance of the treatment effect. The researcher used SPSS (*Statistical Package for the Social Sciences*) to process the data in normally test, homogeneity test and T-test.

The hypotheses were:

$H_a$ : There is a significant influence of using video clip at the second semester of the eighth grade at SMPN 11 Bandar Lampung in the academic year of 2018/2019.

$H_o$ : There is no significant influence of using video clip at the second semester of the eighth grade at SMP N11 Bandar Lampung in the academic year of 2018/2019.

While the criteria acceptance of the test are:

$H_0$  is accepted if  $\text{sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$





## **CHAPTER IV RESULT AND DISCUSSION**

### **A. Result of Research**

#### **1. Analysis of the Treatment**

The researcher conducted the research since April 5<sup>th</sup> until April 26<sup>th</sup> 2019. This research carried through three steps. They involved pre-test, three times treatments and post-test. The instrument had been done by considering two categories, validity and reliability. Pre-test and post-test were given for control class and experimental class before the activities were conducted, the researcher determined the material and lesson plan. The test which was given before and after the students followed the learning process was provided by the researcher. The experimental class learnt by using video clip the title you rise me up from Josh Groban, while the control class used picture the title you rise me up from Josh Groban.

#### **2. Result of Data Analysis**

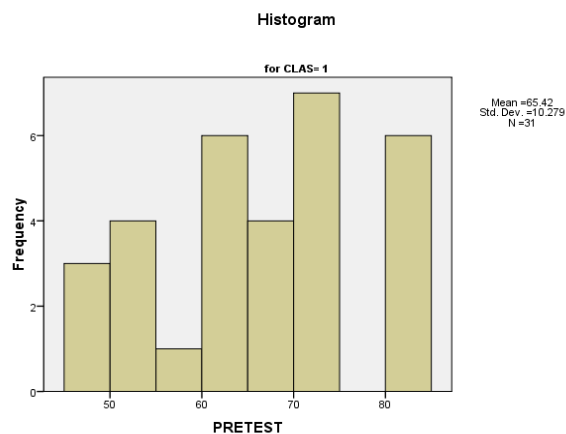
##### **a. The Result of Analysis**

This research was aimed to know whether there is significant influence of using video clip towards students' speaking skill, they were given treatments by using video clip as a media in this research. The research was conducted to the eighth grade of SMPN 11 Bandar Lampung in the academic year of 2018/2019.

## b. The result of Pre-Test

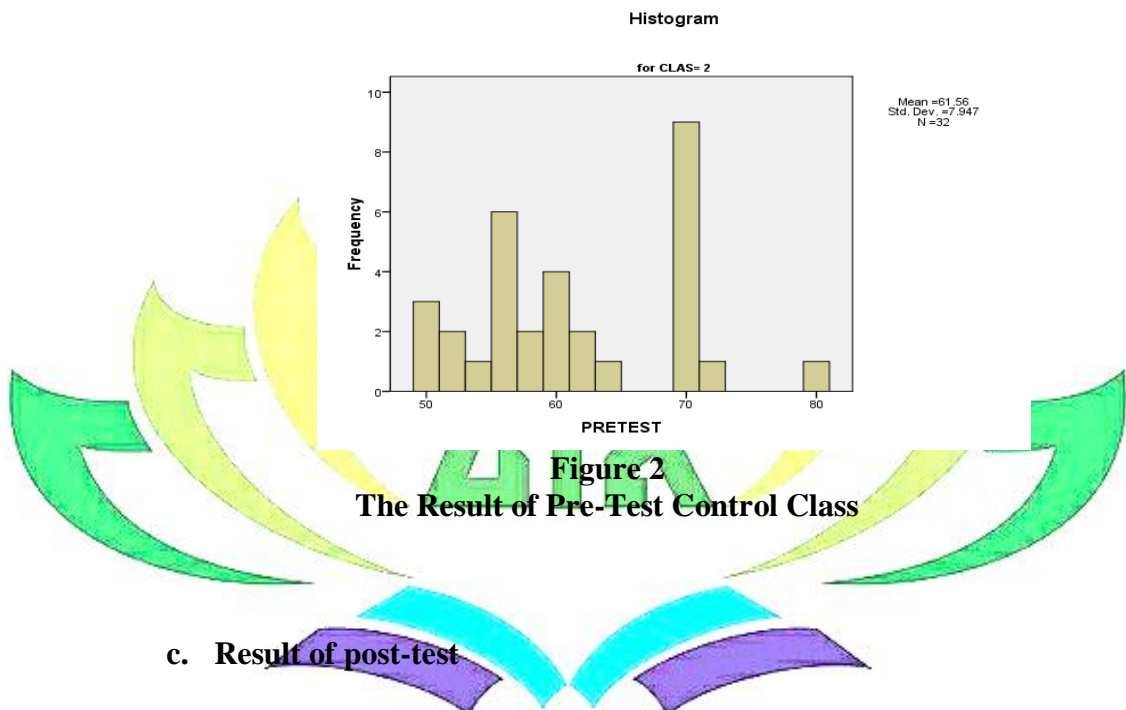
At the first meeting, the researcher conducted pre-test in order to find out the students' speaking ability before the treatment. After did treatment, the researcher found that from 32 students in experimental class, the mean of pre-test was 65.00, while standard of deviation was 10.311 and median was 66.00, variance was 106.319 and minimum score was 48.00 while maximum score was 80.00. The mean of control class was 61.56, and standard of deviation was 7.947 while median was 60.00, variance was 63.157 and minimum score was 50.00, and maximum score was 80.00.

Based on figure 1, it could be seen that from 32 students, 3 students got score 50, 4 students got score 52, 1 student got score 60, 6 students got score 62, 4 students got score 64, 7 students got score 72, 6 students got score 82.



**Figure 1**  
**The Result of Pre-Test in Experimental Class**

Based on figure 2, it could be seen that from 32 students, 3 students got score 52, 2 students got score 54 , 1 student got score 56, 6 students got score 58, 2 students got score 58, 4 students got score 60, 2 students got score 62, 1 student got score 68, 9 students got score 70, 1 student got score 72, 1 student got score 80.

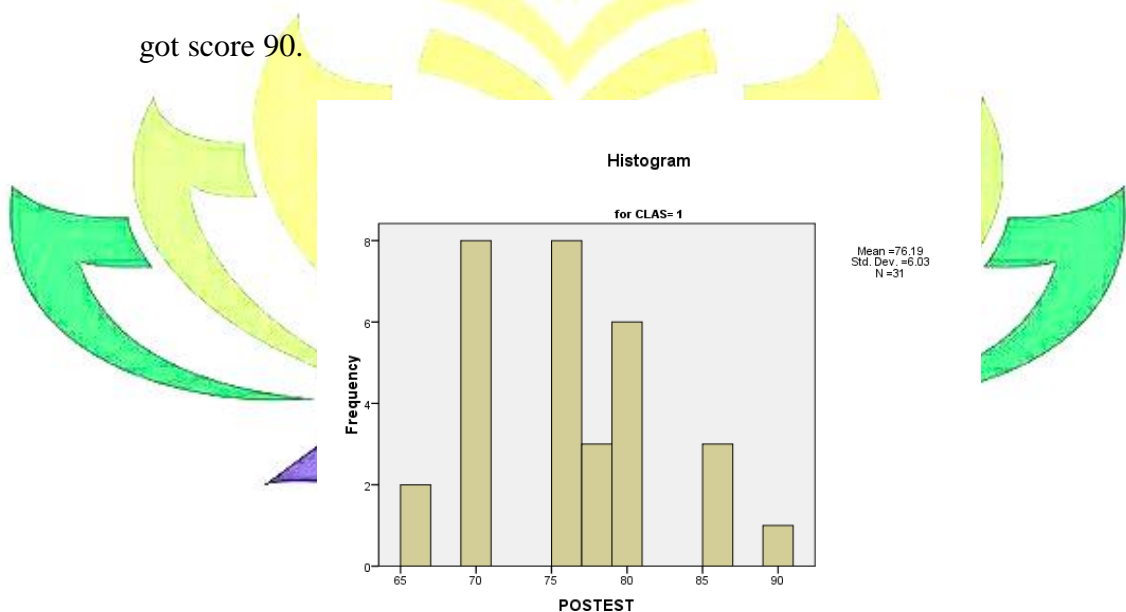


### c. Result of post-test

The researcher administered the post-test in order to know the students' speaking skill after treatments given. The post-test was conducted in the experimental class on Thursday, April 5<sup>th</sup>, 2019, April 5<sup>th</sup>, 2019 in the control class. The mean of post-test in experimental class that consist of 32 students was 76.50, standard deviation was 6.180, and median was 76.00 while variance was 38.194, minimum score was 66.00, and maximum score was 90.00.

It can show that students' speaking ability after they getting the treatments improved it can be seen in appendix 20. The mean of post-test control class that consist of 32 students was 69.62, standard of deviation was 5.091 and and median was 70.00, variance was 25.919, minimum score was 54.00, and maximum score was 84.00. it can be seen in appendix 21.

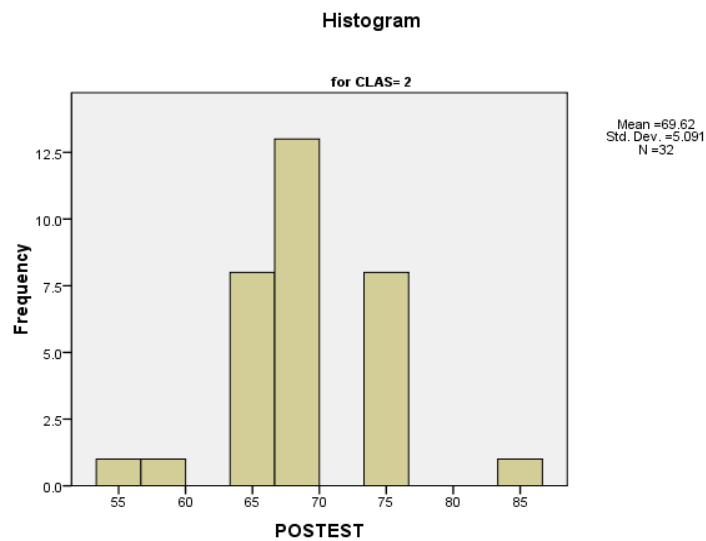
Based on figure 3, it could be seen that from 32 students, 2 students got score 68, 8 students got score 72 , 8 students got score 77, 3 students got score 78, 6 students got score 82, 3 students got score 88, 1 student got score 90.



**Figure 3**  
**Result of Post-Test In Experimental**

Based on figure 4, it could be seen that from 32 students, 1 student got score 55, 1 student got score 60 , 6 students got score 65, 8 students got score 70, 6 students got score 75, 1 student got score 85.





**Figure 4**  
**Result of Post-Test In Control Class**

#### **d. The Result of Normality Test**

After collecting the data, the researcher analyzed the data by using independent sample t-test. There were two assumptions that was done, before the researcher analyzed the data by using t-test.

##### **1. Fulfillment of the Assumption**

Before knowing the result of data analysis by using independent sample t-test, firstly there were two assumptions that must be done and known. They were the normality test and the homogeneity test.

### a. Result of Normality Test

The normality test is used to measure whether the data in the experimental class and control class are normally distributed or not. In this research, the researcher tested normality after got score of the students in speaking skill pre test and post test using SPSS (*Statistical Package for Social Science*). The hypotheses for normality test formulated as follows:

$H_0$  = the data have normal distribution

$H_a$  = the data do not have normal distribution

1) The test criteria:

$H_0$  was accepted if  $\text{Sig.} \geq \alpha = 0.05$

$H_a$  was accepted if  $\text{Sig.} < \alpha = 0.05$

**Table IV**  
**The Normality Test of Experimental and Control Class**

CLASS	Shapiro-Wilk		
	Statistic	df	Sig.
Experimental	.936	32	.064
Control	.977	32	.704

Based on Table 4, it can be seen that the Pvalue (Sig.) for the experimental class was 0.064 and the Pvalue (Sig.) for the control class was 0.704 Because of the Sig. ( $P_{\text{value}}$ ) of the experimental class  $> \alpha 0.05$ . So,  $H_0$  is

accepted and the Sig. ( $P_{\text{value}}$ ) for the control class  $> \alpha$  0.05. So,  $H_a$  is rejected. It means that the data in the experimental class and control class had a normal distribution.

#### b. The Result of the Homogeneity Test

After knowing the normality the data, the homogeneity test was done to know whether the data were homogeneous or not.

Test of Homogeneity of Variance			
Levene Statistic	df1	Df2	Sig.
2.068	1	61	.155

Based on the results of the analysis of variances, it could be seen that the Sig. ( $P_{\text{value}}$ ) = 0.155  $> \alpha$  = 0.05. It demonstrated that the  $H_o$  was accepted because of the Sig. ( $P_{\text{value}}$ )  $> \alpha$  = 0.05. It means that the variance of the data was homogenous.

#### c. The Result of the Hypothetical Test

Based on the previous explanation that the normality and homogeneity test was satisfied. Therefore, the independent sample t-test using SPSS (*Statistical Program for Social Science*) was conducted.

The hypotheses were:

The criteria for acceptance of the hypothesis for the hypothetical test were:

$H_a$  : There is significant influence of using Video Clip towards students' speaking skill at the second semester of the eighth grade of SMPN 11 Bandar Lampung in the academic year of 2018/2019.

$H_o$  : There is no significant influence of using Video Clip towards students' speaking skill at the second semester of the eighth grade of SMPN 11 Bandar Lampung in the academic year of 2018/2019.

$H_o$  is accepted if  $Sig. (Pvalue) > \alpha = 0.05$

$H_a$  is accepted if  $Sig. (Pvalue) < \alpha = 0.05$

**Table 9**  
**The Result of the Hypothetical test**

T	Df	Sig. (2-tailed)
4.665	58.666	.000

Based on the results of the independent sample t-test in Table 9, that the value of significant generated the  $Sig. (P_{value}) = 0.000 < \alpha = 0.05$ . So, the  $H_a$  is accepted and the  $H_o$  is rejected. Based on the computation, it can be



concluded that there was a significant influence of using video clip toward student speaking skill at the second semester of the eighth grade of SMPN 11 Bandar Lampung in the academic year of 2018/2019.

## **B. Discussion**

### **a. Problems in Doing Research**

When doing the treatment, the researcher found some problems. There were:

1. Spend time to prepare the to for showing video clip.
2. The students are noisy in the classroom.
3. The students are shy to retell on front of the classroom.
4. The students cheated their friends' result before they retold in front of the class.

From the problems above, the researcher gave some solutions. There were:

1. Preparing all of the tools before the student retelling.
2. The students should retold in out door. So, they be center of attention.
3. The students should watch the video clip more than once till they understand about it.
4. The students should make the conclusion by their self and the teacher help them to do it.

Based on the result of the research, it was found that the students who were taught by using video clip media have increased their speaking ability. It might be due to in video clip the title you rise me up from Josh Groban, the students were highly involved in speaking process, since they had to make a monologue.

Therefore, students' speaking ability is students' capacity to express their ideas, opinion, feelings, and experiences using English with good pronunciation, grammar, vocabulary, fluency, and comprehension. Function of the video clip media to teach speaking can develop students' speaking skill and help the students to speak English well, memorizing vocabulary, also they felt enjoy and look interest when they were learned speaking by video clip the title you rise me up from Josh Groban.

Based on the result of the pre-test before video clip was implemented, the speaking skill of the students was lower than after using video clip the title you rise me up from Josh Groban was implemented. After getting the post-test were conducted, it was found that there were significant differences between experimental class was higher than the post –test in the control class. It can be seen from the mean in the pre-test score of control class was 61.56 and in the post-test 69.33 while the mean of pre-test score of experimental class 65.06 and in the post-test was 76.50. It means that the most improvement was in the experimental class.

The result of the data analysis showed that used of video clip in teaching speaking as a media seemed to be applicable for the eighth grade of SMPN 11 Bandar Lampung. Based on the explanation above it can be concluded that video clip is very good media that can help to increase students' motivation, participation, confidence and fluency in the spoken English, develop creativity and spontaneity, maximize students' use of English and serves as a fluency activity.

The result of the research that was done by the writer showed that was any influence of using video clip towards students' speaking skill at the second semester of the eighth grade SMPN 11 Bandar Lampung. It was supported by several previous research that were done by Ermawati, "Using Video Clip to Improve the Speaking Skill" of the Students, she said likely due to implementation of using video clip media in teaching learning process of speaking. Second previous research were done by Dewi, "Improving Students Speaking Skill by Using Video Clip", she said the result that there was statistically significant improvement of the students speaking skill. This indicates that video clip can improve students' speaking skills.

## **BAB V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

After conducting the research and analyzing the data the researcher draws a conclusion as follows: There is a significant influence of using video clip towards students' speaking skill. Because by seeing the result of the data calculation in the previous chapter where null hypothesis ( $H_0$ ) was rejected, and alternative hypothesis ( $H_a$ ) was accepted, it means that the researcher assumption is true. Video clip can give an influence towards students' speaking skill. It was supported by the scores achieved by the students in which they got higher scores after the researcher gave the treatments video clip as a media in teaching speaking. It can be proved from the hypothesis is rejected.

#### **B. Suggestion**

Based on the conclusion above, the researcher gives some suggestions as follow:

##### **1. Suggestion to the Teacher**

- a. Video clip is recommended for English teacher such us video clip song that entitled you rise me up from Josh Groban it can attract the students' interest.
- b. The teacher should use media to help students memorizing vocabulary and enjoy in learning speaking.



## **2. Suggestion for the Students**

- a. The students should learn and be more active in speaking English by using video clip such as video clip song.
- b. The students should use media such as video clip song. In order to make them easier in learning speaking. It can be done by firstly watch the video clip song entitled you rise me up from Josh Groban, make the conclusion from the video clip and retell it in front of the class.

## **3. Suggestion for the School**

The school should provides more teaching media such as video clip song that entitled you rise me up from Josh Groban to support the English teacher and students in teaching learning process.

## **4. Suggestion for the Next Researcher**

In this research the researcher focused on the influence of using video clip towards students' speaking skill. Therefore, it is suggested for the next researcher to investigate the influence of other media toward other English skills such as listening, speaking, reading or writing.

## Appendix 01

### Script Interview of English Teacher in the Preliminary Research

Interview : Assalamu'alaikum, selamat pagi bu, saya Anggun Kartika mahasiswi Pendidikan Bahasa Inggris Universitas Islam Negri Lampung Raden Intan Lampung semester 8, mohon maaf sudah mengganggu aktivitas ibu, di sini saya bermaksud untuk bertanya-tanya tentang pembelajaran Bahasa Inggris kelas 8 bu.

Teacher : Wa'alaikumsalam, iya Anggun silahkan bertanya

Interview : Baik bu, mari kita mulai. Dapatkah ibu guru jelaskan bagaimana proses belajar Bahasa Inggris siswa/i di kelas 8 ?

Teacher : Proses belajar Bahasa Inggris hampir sama dengan yang lainnya hanya saja kalau dalam Bahasa Inggris yang memang menggunakan kurikulum 2013 berartikan kami menitik beratkan pada 4 skills yaitu Listening, Speaking, Writting, dan Reading. Speaking itu sifatnya hanya menghafal saja kalau mereka diperintahkan untuk menghafal dialog dan butuh proses menghafal tetapi tidak bisa secara langsung lalu menjawab yang diinginkan mereka belum bisa.

Interview : Menurut Ibu guru bagaimana kemampuan berbicara (Speaking) siswa/i di kelas 8 ?

Teacher : Kemampuan speaking di kelas delapan, kemampuan speaking nya masih lemah, mereka sulit untuk menghapalkan kosakatanya dan kemampuan pengucapannya masih lemah dan tata bahasanya bingung ketika mereka berbicara bahasa Inggris. Jadi harus di hafal dulu tidak bisa langsung berbicara harus pakai rencana menulis dan menghafal terlebih dahulu jadi belum bisa dibilang mereka bisa menguasai bahasa Inggris yang baik yang komunikatif.

Interview : Apa kendala/masalah bagi siswa/i dalam bahasa Inggris?

Teacher : Kendala/masalahnya adalah kurang vocabulary atau kosakata karena siswa/i cenderung untuk menghafal kosakata dan takut salah dalam berbicara bahasa Inggris.

Interview : Media apakah yang biasa ibu gunakan untuk mengajar speaking?

Teacher : Kalau Speaking picture (gambar) misalkan saya ingin descriptive untuk menerangkan sosok seseorang atau bermain peran (role play).

Interview : Apakah ibu pernah menggunakan video klip dalam mengajar speaking?

Teacher : Saya tidak pernah menggunakan video klip dalam mengajar speaking.



## Appendix 02

### Script Interview of Students in the Preliminary Research

Guideline interview for students:

1. Do you like to learn English?
2. Do you have trouble in learning to learn English?
3. Do you enjoy learning English?
4. According to you between listening, speaking, reading, and writing which is the highest difficulties level? Give a reason!
5. Are you having trouble learning to speak?
6. What media do your teacher use in learning speaking?

NO	QUESTION	ANSWER
1	Apakah kamu suka belajar bahasa Inggris	Bella: tidak, karena susah memahami kata-katanya. Aprilia: sangat suka, karena guru nya mengajari dengan cara yang menyenangkan. Amelia: suka,tapi tidak terlalu paham. Fadli :tidak suka, karena sulit di mengerti. Vitriana :suka, karena menurut saya bahasa Inggris itu bagus karena bahasa Inggris bahasa internasional. Erika: suka, karena guru nya baik.
2	Apakah kamu mengalami kesulitan ketika belajar bahasa Inggris?	Bella: ada, karena saya tidak memahami banyak kosa kata dalam bhasa Inggris. Aprilia :iya saya mengalami kesulitan saat belajar bahasa Inggris karena tulisan dan ucapan. Amelia: ada, kesulitannya adalah



		<p>saya tidak paham artinya</p> <p>Fadli :iya, karena saya tidak paham.</p> <p>Vitriana: tidak terlalu karena saya memang menyukai bahasa Inggris .</p> <p>Erika:iya,tidak mengerti dan sulit mengucapkan.</p>
3	Apakah belajar bahasa inggris sangat membosankan ?	<p>Bella: tidak, karena saya tidak paham.</p> <p>Aprilia: menurut saya belajar bahasa Inggris tergantung gurunya, kalo gurunya kreatif belajar bahasa Inggris tidak membosankan.</p> <p>Amelia: terkadang membosankan.</p> <p>Fadli: kadang membosankan</p> <p>Vitriana: tidak,menurut saya bahasa Inggris adalah teka teki yang menyenangkan untuk saya.</p> <p>Erika: kadang bosan. Karena guru nya cenderung pada buku panduan.</p>
4	Menurut kamu di antara listening, speaking, reading, dan writing. Manakah yang paling tinggi tingkat kesulitannya?	<p>Bella: speaking, karena saya sangat susah untuk berbicara dengan bahasa Inggris.</p> <p>Aprilia: menurut saya yang paling susah speaking,karena susah pengucapannya.</p> <p>Amelia: speaking, karena takut salah pada saat pelajaran speaking.</p> <p>Fadli: speaking</p> <p>Vitriana: speaking, karena setiap kata bisa saja berbeda dengan pengucapannya meski writingnya hampir sama.</p> <p>Erika: speaking.</p>
5	Apakah kamu mengalami kesulitan ketika belajar speaking?	<p>Bella:iya, karena saya takut untuk berbicara dengan bahasa Inggris.</p> <p>Aprilia: iya saya mengalami kesulitan</p> <p>Amelia: iya, karena saya masih</p>

		<p>sulit dalam pengucapannya</p> <p>Fadli: iya, karena saya vocab nya tidak banyak menguasai.</p> <p>Vitriana: sedikit, untuk beberapa vocab yang sulit dan jarang terdengar.</p> <p>Erika: iya, susah ngomongnya.</p>
6	Media apakah yang ibu guru mu biasa gunakan dalam belajar speaking?	<p>Bella: menggunakan papan tulis, dan buku panduan saja.</p> <p>Aprilia: buku cetak dan papan tulis.</p> <p>Amelia: buku panduan dan papan tulis.</p> <p>Fadli: buku cetak dan papan tulis.</p> <p>Vitriana: buku panduan, papan tulis dan menyebutkan benda-benda yang ada di sekitar kelas.</p> <p>Erika : buku pelajaran, papan tulis.</p>



### Appendix 03

#### INSTRUMENT OF PRE-TEST

Class : Experimental Class

Subject : English

Skill : Speaking

Class : VIII

Time Allocation : 3 x 40 minutes

Instruction :

1. The students had 3 minutes to watch a video clip.
2. The teacher directed students to make conclusion from the video clip
3. The students had 3 minutes to make and memorize the conclusions.
4. The teacher asked each student and they had 2 minutes to retell video clip “you rise me up” from Josh Groban in front of the class.

Topic : Video clip “you rise me up” from Josh Groban



Source:youtube.com

### INSTRUMENT OF PRE-TEST

Class : Control Class  
Subject : English  
Skill : Speaking  
Class : VIII  
Time Allocation : 3 x 40 minutes

Instruction :

1. Gave the students picture.
2. The teacher directed students to make conclusion from the picture.
3. The students had 3 minutes to make and memorize the conclusions.
4. The teacher asked each student and they had 2 minutes to retell picture “you rise me up” from Josh Groban in front of the class.

Topic : Picture “ you rise me up ” from Josh Groban











*Source:youtube.com*

